

Denison Independent School District
Terrell Elementary School
2025-2026 Campus Improvement Plan



Mission Statement

Our mission is to forge strong, positive connections with our students, our parents, and our community. These strong connections allow our Terrell Texans to achieve independence, build confidence, and gain academic knowledge.

MISSION STATEMENT

Vision

Terrell Elementary's vision is to become a school with a reputation of excellence in the the Denison community.

BELIEFS

Children are the priority.

All children can learn.

A learning environment of high standards and excellence is the expectation.

Instructional focus will be individual to the child.

Creating a safe environment is essential.

Every student matters. Every moment counts.

Value Statement

Terrell Elementary's Value Statements: We will make No Excuses. We will maintain High Expectations. Failure is NOT an option.

Terrell Elementary's Overarching Goal is to become a true Professional Learning Community that maintains a focus on STUDENT LEARNING. This will be accomplished by having a shared mission, vision, value, and goals; having a collaborative culture with a focus on learning; collectively inquiring into best practices and continually investigating our current reality; being action oriented; being committed to continuous improvement; and being results oriented.

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Significant work was accomplished last year in helping teachers focus on priorities in math and reading. As a result, third and fourth grade students increased grade level proficiency levels by 10% from fall to spring in math. The entire school increased proficiency levels by 10% in foundational reading skills as a result of targeted and consistent phonics instruction. Third grade improved from 31% to 41% on math STAAR. Terrell is making progress towards the 71% proficiency goal by June 2028.

During the 24-25 school year, the office received an average of 10 walkie calls per day to address behavior in the classroom that was interfering with academics, and there were a total of 443 office referrals for the entire school year. Compared to the previous year, this is 371 more referrals than the prior year (2023-2024). Teachers received training in Behavior Principles by Dan St. Romain and PBIS prior to the start of the year. These principles worked for many of our students, but did not meet the needs of students with Tier 2 and 3 behaviors, which included but were not limited to emotional outbursts, violent behavior towards self, staff, or other students, and destruction of school property. Based on the increased volume of student referrals and reported discipline issues in eSchool during the 2024-2025 year, Terrell Elementary needs additional behavior support for teachers and students to decrease the amount of referrals during the 25-26 school year. As the goal is to improve student behaviors, I am proposing hiring a Dean of Students to help reduce office referrals by 50%, provide social emotional support to new teachers and students, and to incorporate behavior academies for students who need to learn how to function successfully in school. This added behavior support will serve to help all staff and students create a calm, safe, and welcoming environment that will allow staff to feel good about coming to work and students to feel success at school.

Demographics

Demographics Summary

Year	Student population	Economically disadvantaged %	English language learners %	At risk %	Mobility rate %
2020-2021	289	78.5	3.5	43.9	18.6
2021-2022	319	81.5	2.2	40.1	27.1
2022-2023	349	75.6	2.3	49.2	23.2
2023-2024	353	79.3	3.1	41.6	19.2

YEAR	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or more races
2020-2021	15.9	18.3	55.4	1.7	0	0	8.7
2021-2022	13.8	24.1	50.5	.6	0	0	11
2022-2023	14.3	24.6	45.6	0.9	0	0	8.7
2023-2024	12.7	25.2	44.8	1.1	0	0.6	15.6

Attendance data

2020-2021	2021-2022	2022-2023	2023-2024	
	93.7%	92.3%	94.3%	

2020-2021	2021-2022	2022-2023	2023-2024	

Terrell currently serves approximately 450 students for the 25-26 school year.

The current components for student data assessment which affect the results include:

- High mobility rate- Grayson County Shelter is in Terrell's attendance zone in addition to 3 section 8 housing areas.
- At-Risk Population is 49.3%.
- Terrell is currently a K-4 school and gained approximately 50 students from Houston Elementary, which is the new PreK/Head Start school in Denison ISD.

Needs-

- Develop trauma-informed strategies to better reach students with trauma that may in these mobile populations
- Smaller class sizes of 15-16 students would support the rise in behavioral challenges.
- Certified teachers who have experienced a traditional student-teaching experience. Many of our teachers are alternate certified, making career changes with little experience working with students.

Terrell Elementary is staffed with a mix of alternate certified and highly qualified teachers and staff. Each grade level has at least one certified ESL teacher. We are in a rebuilding year with staff who have positive attitudes about working together, but with the challenge of knowing how to address serious behavioral challenges.

Teachers continue to use T-TESS - Texas Teacher Evaluation and Support System (T-TESS). T-TESS focuses on providing continuous, timely and formative feedback to educators so they can improve their practice. Teachers are provided the opportunity to utilize the rubric to self-reflect and make improvements to instruction. In addition to T-TESS, both principal and assistant principal are engaging in observation feedback cycles to support new teachers and plan in-house professional development to meet their needs.

Demographics Strengths

To keep the attendance rate consistent and to provide opportunity for continued improvements, we would like to continue the following:

- Utilize our parent coordinator to plan meaningful family engagement meetings
- Learn more about our school community through parent meetings and surveys
- Truancy Meetings
- Phone calls home and home visits
- Working with DISD personnel to conduct home visits
- Recognize students with 95% and higher attendance during semester award assemblies
- Encourage teachers to obtain ESL certifications; all new hires have to obtain an ESL certificate
- Monitor all At Risk student progress including ESL Students
- Ensure all students' needs (academically, physically, emotionally, etc.) are being met

Problem Statements Identifying Demographics Needs

Problem Statement 1: Twenty-five percent of African American students scored Meets on STAAR and 26% of Hispanic students scored Meets on STAAR.

Root Cause: Tier 1 instruction is not adequate to meet the needs of African American and Hispanic students.

Student Achievement

Student Achievement Summary

As part of the school improvement process, Terrell Elementary has partnered with Relay Graduate School of Education to strengthen Tier 1 instructional practices and routines. Teachers engaged in weekly data or planning meetings to identify areas of student struggled during a lesson and/or analyze student work, based on exemplar student responses. Teachers plan how to reteach areas that are not yet mastered. Regular teacher observation and feedback cycles are conducted by administrators to support newer teachers in implementing best practices in classroom management and rigor.

	Component Score	Scaled Score	Rating	Proportion of Overall Rating
Overall		66	D	
Student Achievement		67	D	0%
STAAR Performance	39	67		
College, Career and Military Readiness				
Graduation Rate				
School Progress		69	D	70%
Academic Growth	38	50	F	
Relative Performance (Eco Dis: 72.0%)		69	D	✓
Closing the Gaps	13	60	D	30%

Student Achievement Strengths

Student learning strengths:

- Weekly Data Meetings to analyze student work around readiness standards
- Weekly Planning Meetings to identify areas of productive struggle
- Observation/Feedback cycles to reteach material not yet mastered
- STAAR 2.0 Released Test Questions for practice
- HMH Map Testing, Amira, Really Great Reading (RGR), STAR (Title 1 funds), Reflex (Title 1 funds)
- NWEA MAP BOY, MOY, EOY
- District common assessments
- Interim assessments through Cambium for 3rd and 4th benchmarking
- Protected intervention times for math and reading
- Reading interventionist
- Math interventionist
- Dyslexia specialist
- HB tutoring plan

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Forty-eight percent of 3rd grade and 28% of 4th grade students scored in the Meets category on the 2025 RLA STAAR assessment in the spring.

Root Cause: New teachers with limited teaching experience are learning how to deliver strong Tier 1 instruction.

Problem Statement 2: Forty-two percent of 3rd grade and 21% of 4th grade students scored in the Meets category on the 2025 Math STAAR assessment in the spring.

Root Cause: New teachers with limited teaching experience are learning how to deliver strong Tier 1 instruction.

School Culture and Climate

School Culture and Climate Summary

We hired 20 new staff at the beginning of the 2025-2026 school year. Fourth grade consists of five teachers (1-2 years of experience) with a seasoned teacher who moved from Houston Elementary. Four teachers make up the third grade team, two of which are returning and two of which were hired during the spring and summer of 2025. The second grade team is entirely new, with one returning Terrell Staff who moved from 4th grade to teach 2nd grade this year. Three new teachers (one retire/rehire and the other two with 1-3 years of experience) were added to the 1st grade team. There are currently four kinder sections. We began the year with six sections of 2nd grade. However, our enrollment numbers were higher in 4th grade and lower in 2nd grade. It became necessary to close a 2nd grade section and add a fifth section of 4th grade. We have experienced three teacher losses since the beginning of the year. This has caused significant stress on the 4th grade team, in addition to the whole staff. We are working towards fundamentally changing mindsets about students and their abilities and not limiting their capabilities based on behaviors.

We re-entered school improvement, as our campus went from a C rating to a D rating. Consequently, principal and assistant principal have been collaborating with Region 10 to set goals and focus on student growth. Additionally, staff are learning how to set high expectations for student learning and student behavior. Students with extreme behaviors have become more numerous and can have an impact on the ability for students to learn. Third and fourth grade staff received a refresher on behavior training in August of 2025 with Dan St. Romain to address the rise in undesirable behaviors. We have partnered with the district behavior specialists to enhance our understanding and knowledge of trauma, in order to provide and cultivate an environment of safety to learn. Student SEL needs are high, and teachers adjusting to different expectations for student learning and behavior.

School Culture and Climate Strengths

- Leader in Me implementation (7 Habits of Highly Effective People)
- PBIS and Handle with Care teams
- TCHAT services
- New Staff received training by Dan St. Romain to address undesirable behaviors.
- Grade teams support one another through collaborative efforts
- The building "feels better" as reported by outside visitors
- Texan Tickets serve as a strong Tier 1 support
- Adding a new Dean of Students to support teachers & students with behavior challenges
- Genuine desire to help kids learn and grow

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Teachers report very high social-emotional needs and more extreme behaviors that take precedent over academic learning. Teacher anxiety and frustration is high; many teachers do not feel they can continue in the profession much longer.

Root Cause: Need for strong Tier 1 systems of support - strong instruction; strong classroom management plan; student engagement in learning

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Recruiting and retaining highly qualified staff remains a significant challenge for both the district and Terrell Elementary. For the 2025–2026 school year, the principal had to replace 18 staff positions, with hiring efforts extending throughout the summer and the final vacancy filled just one week before professional development began. Eight of these hires entered through alternative certification pathways. Overall, teacher experience levels on campus remain limited: only six K–4 teachers have more than 10 years of experience, while thirteen teachers have fewer than three years in the profession. In grades 3–4 specifically, six teachers have just 0–1 years of experience administering the STAAR assessment, creating gaps in the instructional expertise needed to accelerate student growth in a school identified for improvement.

These staffing challenges are compounded by the nature of the school community. Many students face the stresses of poverty and significant trauma, and new teachers often struggle with the emotional and instructional demands required to meet these needs. As a result, burnout and turnover remain high, contributing to ongoing retention issues. Additionally, the broader perception that Terrell is a difficult campus discourages experienced educators from transferring from other schools, further limiting the pool of qualified candidates. Together, these factors underscore the urgent need for strategic recruitment, targeted support, and retention initiatives to stabilize staffing and strengthen instructional quality.

Staffing growth areas:

1. Strengthening Instructional Expertise

- **Targeted recruitment of experienced teachers**, particularly those with strong assessment literacy and prior STAAR experience.
- **Develop internal teacher leaders** by identifying high-performing staff and providing coaching, leadership opportunities, and stipends for mentoring novices.
- **Expand content-specific professional development** in reading, math, and data-driven instruction to build skills in accelerating student growth.

2. Supporting Early-Career Teachers

- **Reduced teaching loads or additional planning time** for new teachers during their first year to support lesson planning, classroom management, and intervention design.
- **Ongoing observation/feedback cycles** that provide coaching without being evaluative or punitive.

3. Building Trauma-Informed and Behavior Support Capacity

- **Increase access to trauma-informed training** focused on practical classroom strategies, de-escalation, and building strong relationships with students.
- **Hire or expand roles for behavior interventionists, counselors, and social workers** to alleviate the burden on teachers.
- **Improve collaboration between instructional and mental health teams** so teachers feel supported addressing student needs.

4. Enhancing Recruitment Strategies

- **Create recruitment incentives** such as signing bonuses, relocation stipends, or loan reimbursement for high-need certifications.
- **Market the school's strengths**, such as supportive leadership, professional growth opportunities, or innovative programs, to counter the perception of Terrell as a difficult campus.

5. Increasing Staff Retention Through Culture and Support

- **Invest in teacher wellness initiatives**, including mental health support, manageable workloads, and consistent planning time.
- **Build a culture of recognition**, celebrating staff accomplishments and milestones.
- **Implement feedback loops**—such as climate surveys and staff advisory committees—to ensure teacher voices guide improvement.

6. Expanding Paraprofessional and Support Staffing

- **Increase instructional aide coverage**, especially in grades K–4 and for intervention blocks, to improve small-group instruction.
- **Provide career pathways for paraprofessionals** to become certified teachers through “grow your own” programs.

Staff Quality, Recruitment, and Retention Strengths

- The district has a team approach to interviews and hiring decisions and supports the administrators when hiring decisions are made.
- Robust mentor program
- Behavior training for new teachers

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Terrell Elementary had to hire 18 new positions, 8 of which were alternate certified.

Root Cause: Highly-qualified teachers were limited in the hiring pool.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Educators at Terrell Elementary prioritize high-quality curriculum and instructional materials. Curriculum includes the core instructional or curriculum materials, aligned assessments, scope and sequence frameworks to pace learning, lesson plans, and supplemental student materials to achieve learning goals. Additionally, teachers assess student learning to ensure proficiency, mastery, and growth. Teachers develop an understanding of a variety of assessment approaches, both summative and formative, that can effectively inform instruction. They build their capacity to assess students' prior knowledge and experiences as part of instructional planning. Many teachers this year are building their knowledge and skills in understanding what constitutes alignment between curriculum, assessment, and instruction.

During PLCs, teachers are learning strategies to recognize and make meaning from student misconceptions to adjust their teaching. They understand and apply a combination of instructional practices to maintain the rigor of classroom content and ensure students' access and opportunity to learn, and engage in professional learning that mirrors what and how students learn using the instructional materials for their classes, including incorporating similar activities, opportunity for inquiry and productive struggle, group work, and a combination of synchronous and asynchronous formats. They learn to adapt instruction to be relevant and meaningful to the students they serve.

Curriculum, Instruction, and Assessment Strengths

- NWEA MAP Universal Screeners are administered three times this year
- Biweekly Math Data Meetings
- Biweekly Planning
- Personal support from a curriculum coordinator when needed
- Data-informed intervention groups

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Strong Tier 1 instruction is not meeting the needs of all learners.

Root Cause: Inexperienced teachers

Family and Community Engagement

Family and Community Engagement Summary

Terrell Elementary is committed to fostering strong partnerships between the school, families, and the broader community to support student success. As a Title I campus serving a high-poverty population, the school recognizes that meaningful family engagement is essential to improving academic outcomes and building trust. Many families face barriers such as limited transportation, work-related scheduling conflicts, language differences, and the stressors associated with economic hardship. In response, the school provides multiple opportunities for families to connect with staff, engage in their child's learning, and access supportive resources.

Throughout the year, Terrell offers a variety of culturally responsive and accessible engagement activities, including family literacy nights, math and science workshops, and STAAR information sessions. Events are scheduled at flexible times and often include childcare, meals, and interpretation services to ensure equitable participation. The school's Parent Liaison collaborates with teachers and administrators to maintain consistent communication through newsletters, Parent Square, phone calls, and home visits, helping families stay informed and involved. Terrell also partners with local agencies to offer community resources such as food assistance, mental health supports, and adult education opportunities.

Despite ongoing efforts, challenges remain in increasing overall family participation and addressing the complex needs of families experiencing poverty and trauma. To strengthen engagement, Terrell is expanding its outreach strategies, emphasizing two-way communication, and deepening its community partnerships. By continuing to build strong relationships with families and creating a welcoming, supportive environment, the school aims to empower parents as active partners in their children's education and long-term success.

We are thankful to have many community partners that donate their time to our school. Waples Methodist Church provides school supplies for our students, pajamas for our students at Christmas, and lunch for our staff. Barnabas/United Way provide food to families, and along with First Baptist church have donated coats for our students. First United Bank graciously donates supplies, water bottles and food for our family picnic. Students participate in various community field trips such as Eisenhower/Downtown Denison, the Dallas Opera, and plays at DHS. Many members of the community participate in Read Across America week by reading to each class to promote a love of reading, and United Way has added a literacy day for community members to come and read also.

We are continually aiming to improve our family and community participation. We would like to incorporate the following to increase parental awareness and support:

1. Increase Consistent Family Participation

- Develop targeted outreach to families who attend less frequently.
- Use personal invitations, home visits, or phone calls to build relationships and reduce barriers.
- Offer repeated sessions (morning and evening) to accommodate differing work schedules.

2. Strengthen Two-Way Communication

- Move beyond one-way notifications by creating structured opportunities for parent voice, such as parent advisory groups or focus groups.
- Provide communication in families' home languages and ensure translation is available for all events.
- Use multiple platforms—Parent Square, text messaging, newsletters, and phone calls—to reach families in preferred ways.

3. Expand Academic Engagement Opportunities

- Offer more hands-on workshops that give families tools to support literacy, numeracy, and STAAR preparation at home.

- Provide take-home kits or learning materials to empower parents to reinforce skills with their children.
- Create short “how-to” video tutorials for families who cannot attend events.

4. Build Trust Through Relationship-Based Practices

- Increase teacher-family connections through home visits, student-led conferences, and beginning-of-year family meetings.
- Train staff on culturally responsive and trauma-informed engagement strategies.
- Ensure school events feel welcoming by providing childcare, meals, and informal meet-and-greet time with staff.

5. Expand Community Partnerships and Wraparound Supports

- Strengthen partnerships with social service agencies to address food insecurity, mental health needs, and family stressors.
- Host resource fairs or monthly “community support nights” with local organizations.
- Provide on-campus services such as clothing closets, parent resource rooms, or mental health clinics when possible.

6. Develop Parent Leadership and Empowerment

- Create opportunities for parents to serve as volunteers, mentors, or event co-hosts.
- Offer parent education sessions on topics like navigating the school system, understanding assessments, and supporting social-emotional learning.
- Establish a Parent Leadership Team that helps plan engagement events and provides ongoing feedback.

7. Improve Data Use for Engagement

- Track participation data by grade, event type, and demographic groups to understand gaps.
- Survey parents throughout the year to identify needs, preferred event formats, and barriers to participation.
- Use insights to adjust scheduling, event design, and communication methods.

Family and Community Engagement Strengths

Here is a complete list of our current activities that we want to continue (strengths):

- Raptor sign in
- Parent Square
- Facebook
- Schoology for grade 4
- Award Celebrations
- Meet the teacher night

- Open House
- Pictures with Santa night
- Book Fair night (Fall and Spring)
- Class parties
- Glow Party
- Fall Festival
- Terrell family picnic
- Read Across America reading volunteers
- Donations/support for families at Christmas (Terrell and churches)
- STEAM Night
- Sense of family from teachers/staff in being willing to help anyone in need
- Updated Mission Statement
- Terrell Staff Common Commitments

Problem Statements Identifying Family and Community Engagement Needs

Problem Statement 1: There is a lack of diversity on parent committees.

Root Cause: There are few opportunities for parent leadership on the campus.

School Organization

School Organization Summary

Terrell Elementary operates as a collaborative learning community focused on meeting the academic and social-emotional needs of a diverse student population. The school serves students in grades PreK–4 and is structured to ensure that instruction, support services, and leadership systems work cohesively toward improving student outcomes. The administrative team—comprised of the principal, assistant principal, instructional coach, counselor, and dean of students—provides ongoing guidance, monitors campus goals, and supports teachers through coaching, data meetings, and professional development. Grade-level teams function as Professional Learning Communities (PLCs), meeting regularly to analyze student data, plan instruction, implement interventions, and align instructional practices across classrooms.

Support structures are intentionally designed to address both academic and non-academic needs. Interventionists, special education teachers, and paraprofessionals collaborate with classroom teachers to provide targeted small-group instruction and accommodations. The counselor and behavior support team play a critical role in implementing trauma-informed practices, supporting students facing significant social-emotional challenges, and providing resources to families. Additionally, the school’s Parent Liaison and front office staff help maintain consistent communication and encourage ongoing family engagement.

Terrell maintains a strong commitment to continuous improvement, using data-driven decision-making to adjust instruction, allocate resources, and refine campus systems. Despite staffing challenges and high levels of student need, the organizational structure prioritizes collaboration, equity, and responsive support. Through aligned leadership, shared responsibility, and intentional communication, the school strives to create a nurturing and effective learning environment where all students can thrive.

School processes and programs growth areas:

1. Strengthen MTSS/RTI Systems

- Develop a more consistent, campuswide MTSS/RTI process with clear intervention protocols.
- Improve documentation and progress monitoring to ensure interventions are aligned, data-driven, and regularly adjusted.
- Provide additional training to teachers on intervention selection and tiered supports.

2. Improve PLC Effectiveness

- Establish stronger norms and expectations for data analysis, planning, and instructional alignment.
- Increase coaching support during PLCs to model effective data conversations and instructional planning.
- Use PLC time to vertically align curriculum and discuss student gaps across grade levels.

3. Enhance Instructional Coaching and Staff Support

- Create a more structured coaching cycle with observations, feedback, and follow-up support.
- Increase opportunities for peer observations and collaborative planning.
- Offer differentiated professional development based on teacher experience and identified needs.

4. Strengthen Assessment Literacy

- Train teachers to better understand NWEA MAP, STAAR, interim assessments, and formative assessment tools.
- Improve calibration and use of common assessments to monitor learning consistently across classrooms.
- Implement campuswide protocols for reteach and intervention based on assessment data.

5. Increase Program Alignment and Coherence

- Align curriculum resources, intervention programs, tutoring supports, and small-group instruction to minimize duplication and ensure consistency.
- Evaluate the effectiveness of existing programs to determine which should be continued, modified, or replaced.
- Improve communication so that staff fully understand the purpose and expectations of each program.

6. Expand Social-Emotional and Trauma-Informed Practices

- Provide ongoing training on trauma-informed instruction, de-escalation strategies, and relationship-based classroom management.
- Strengthen systems for behavior supports, such as clearer referral processes and more consistent Tier 1 expectations.
- Increase family access to counseling, mental health partners, and community-based wraparound services.

7. Improve Communication and Family Engagement Processes

- Develop more intentional two-way communication with families through surveys, advisory committees, and family feedback loops.
- Strengthen tracking of family engagement data to identify participation trends and gaps.
- Align engagement events with academic priorities (literacy, math, social-emotional learning).

8. Streamline Operational Processes

- Improve campus scheduling to maximize instructional time, common planning periods, and intervention blocks.
- Clarify roles and responsibilities for support staff, interventionists, and instructional aides.
- Strengthen onboarding systems for new teachers, including mentoring and orientation processes.

School Organization Strengths

1. Strong and Supportive Leadership

- The administrative team is highly visible, supportive, and committed to continuous improvement.
- Leadership actively engages in data-driven decisions and works alongside teachers to build capacity.

2. Collaborative Professional Culture

- Grade-level PLCs meet consistently and focus on student learning, instructional planning, and intervention needs.
- Staff demonstrate a willingness to collaborate, share strategies, and support one another—especially during periods of staffing turnover.

3. Commitment to Student Well-Being

- The campus prioritizes trauma-informed practices and social-emotional supports for students.
- Counselors, behavior interventionists, and support staff work collaboratively to address student needs beyond academics.

4. Dedicated and Resilient Staff

- Teachers and support staff show strong dedication to students despite challenges associated with high poverty and trauma.
- New teachers bring enthusiasm, fresh ideas, and a willingness to grow in their practice.

5. Focus on Improvement and Accountability

- Systems are in place for analyzing data, monitoring student performance, and providing targeted interventions.
- Staff and leadership maintain a shared commitment to raising achievement and “moving the needle.”

6. Student-Centered Environment

- Classrooms emphasize relationship-building, positive behavior supports, and inclusive practices.
- Teachers and staff maintain high expectations and believe in students’ potential to succeed.

8. Growing Structures for Support and Intervention

- Interventionists, special education teachers, and paraprofessionals collaborate to provide small-group support.
- The campus uses multiple assessment tools to monitor student growth and adjust instruction.

Problem Statements Identifying School Organization Needs

Problem Statement 1: Students need real-time academic and behavior supports to increase their ability to learn and grow.

Root Cause: Lack of clear MTSS process.

Technology

Technology Summary

Terrell Elementary maintains a growing infrastructure of instructional and operational technology designed to support teaching, learning, and communication. Classrooms are equipped with essential tools such as BenQ Boards, student one-to-one devices, document cameras, and digital curriculum platforms that enhance engagement and provide access to adaptive learning resources. The majority of students have access to Chromebooks, allowing teachers to integrate technology into daily instruction, small-group rotations, and intervention programs. Teachers use platforms such as Schoology, HMH Pathways, digital assessments, and online instructional software to monitor student progress, differentiate learning, and provide immediate feedback.

The school also utilizes technology to strengthen communication and streamline processes. Digital tools such as Parent Square, email, and automated messaging systems help maintain consistent communication with families, while Frontline supports staff attendance, hiring, and evaluation processes. Teachers regularly use online data dashboards to review student performance, track interventions, and plan instruction within PLCs.

Despite these strengths, opportunities for growth remain. Teachers vary in their confidence and skill levels when integrating technology, highlighting the need for additional professional development in digital instructional strategies and effective use of adaptive programs. Device maintenance and troubleshooting can sometimes delay instruction, indicating a need for more efficient tech support systems. Expanding access to high-quality digital curriculum tools and strengthening cybersecurity awareness are also areas for improvement. Overall, Terrell continues to make steady progress toward building a technology-rich learning environment that supports student achievement, staff efficiency, and family engagement.

Technology Strengths

- Classrooms are equipped with essential tools such as BenQ Boards, student one-to-one devices, document cameras, and digital curriculum platforms that enhance engagement and provide access to adaptive learning resources. The majority of students have access to Chromebooks, allowing teachers to integrate technology into daily instruction, small-group rotations, and intervention programs. Teachers use platforms such as Schoology, HMH Pathways, digital assessments, and online instructional software to monitor student progress, differentiate learning, and provide immediate feedback.

Problem Statements Identifying Technology Needs

Problem Statement 1: Inconsistent integration of technology into instruction limits its full potential to enhance learning and support student achievement.

Root Cause: Insufficient teacher training and ongoing professional development in effective instructional technology integration

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

Improvement Planning Data

- District goals
- Campus goals
- HB3 Reading and math goals for PreK-3
- Campus/District improvement plans (current and prior years)
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Running Records results
- Observation Survey results
- Texas approved PreK - 2nd grade assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Homeless data

- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Evaluation(s) of professional development implementation and impact
- T-TESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement rate

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 1: During the 2025-2026 school year, we will systemically implement instructional routines and practices to improve mathematical and reading proficiency by 15% (on grade level or above) schoolwide from BOY to EOY on NWEA MAP.

High Priority

HB3 Goal

Evaluation Data Sources: BOY, MOY, and EOY NWEA MAP assessments.

Strategy 1 Details	Reviews			
Strategy 1: Disaggregate data for all students, including at-risk and other sub-populations. Strategy's Expected Result/Impact: Creation of strategic small group interventions for reading and math. Staff Responsible for Monitoring: Principal Assistant Principal K-4 Teachers Special Education Reading Interventionist Math Interventionist Tutors TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 2 Details		Reviews			
Strategy 2: Use PLC time to analyze data through Bi-Weekly Data Meetings to identify gaps in student learning and to proactively plan areas of productive struggling during a Bi-Weekly Planning Meetings. Strategy's Expected Result/Impact: Students improve mastery on a readiness standard after a reteach so that a minimum of 80% of students perform at grade level or above. Staff Responsible for Monitoring: Principal Assistant Principal K-4 Classroom Teachers Reading Intervention Math Intervention Tutors TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
Strategy 3 Details		Reviews			
Strategy 3: Conduct regular observation/feedback cycles to monitor classroom management and instructional rigor in K-4, Special Education, and Intervention classrooms. Strategy's Expected Result/Impact: Teachers improve their skills as instructional leaders of the classroom. Staff Responsible for Monitoring: Principal Assistant Principal K-4 Classroom Teachers Special Ed Teachers Reading Intervention Teachers Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May

Strategy 4 Details		Reviews			
Strategy 4: Provide practice clinics for K-4 teachers, Specialists, and Special Education teachers who need additional focused practice. Strategy's Expected Result/Impact: Staff improve instructional practice in order to deliver quality instruction to students. Staff Responsible for Monitoring: Principals, Assistant Principal TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 199 Regular Education		Formative			Summative
		Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue					

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 2: Enhance students' technology skills and abilities.

Evaluation Data Sources: Students will use district-approved technology software to meet academic goals.

Strategy 1 Details	Reviews			
Strategy 1: All students will attend computer lab classes at least one time per week under the direction of a computer lab tech. Grade level technology TEKS will be addressed. Strategy's Expected Result/Impact: Daily classroom assessments and computer lab software assessments. Staff Responsible for Monitoring: Campus Principal and computer lab tech Funding Sources: - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Review the state expectations for technology skills by grade level. Staff Responsible for Monitoring: Principal, lab manager, teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Students have access to 1 to 1 Chromebooks. Ensure they are well-prepared to use and care for this technology on a regular basis that supports curriculum. Strategy's Expected Result/Impact: Students will be proficient users of technology to enhance their learning. Staff Responsible for Monitoring: teacher, lab manager	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 3: The percentage of 3rd-grade students that score Meets grade level or above on STAAR RLA will increase from 41% to 71% by June 2028.

High Priority

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement
BOY, MOY, and EOY NWEA MAP Assessment
Classroom Exit Tickets
HMH Waggle, Read180 Assignments

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the reading level and progress of each student in K-4 grade. Strategy's Expected Result/Impact: Positive impacts on student learning and teacher effectiveness - teachers personalizing and differentiating instruction, identifying early interventions to improve student outcomes, data-informed instructional decisions, enhanced teacher effectiveness, and confidence for all students. Staff Responsible for Monitoring: K-4 grade teachers, Principals, Assistant Principal, Curriculum Coordinators, Director of Instruction, Director of Special Programs TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy Funding Sources: - 211 Title I, - 199 24 Compensatory Education, - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons. Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities. Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Assessment & Accountability, Principals, Teachers Funding Sources: - 255 Title II, Part A, - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Improve balanced literacy instruction by offering principals and teachers the opportunity to engage with instructional coaches and participate in peer modeling experiences. Strategy's Expected Result/Impact: Improvement in reading skills will be evident with focused instruction in reading. Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Special Programs Funding Sources: - 199 Regular Education, - 211 Title I, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 4 Details	Reviews			
Strategy 4: Provide focused training and specific resources for families to engage them in the education and improvement of reading skills of their children. Strategy's Expected Result/Impact: Reading scores will improve. Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers Funding Sources: - 263 Title III, BIL/ESL, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 4: The percentage of 3rd-grade students that score Meets grade level or above on STAAR Math will increase from 31% to 60% by June 2028.

High Priority

HB3 Goal

Evaluation Data Sources: Domain 1: Student Achievement

Common Assessments

K-2 Math Benchmarks

NWEA MAP Assessments

Classroom Exit Tickets on Readiness Standards

Strategy 1 Details	Reviews			
Strategy 1: Assess and monitor the math level and progress of each student in K-4 grade. Strategy's Expected Result/Impact: Positive impacts on student learning and teacher effectiveness - teachers personalizing and differentiating instruction, identifying early interventions to improve student outcomes, data-informed instructional decisions, enhanced teacher effectiveness, and confidence for all students. Staff Responsible for Monitoring: Principal, Assistant Principal, Director of Instruction, Curriculum Coordinators, Director of Special Programs TEA Priorities: Build a foundation of reading and math Funding Sources: - 199 23 Special Education, - 211 Title I, - 288 Indian Education Grant, - 199 24 Compensatory Education, - 289 Title IV, - 199 25 ESL	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Provide training to campus principals and teachers on effective strategies for disaggregating data, evaluating instructional plans, and designing rigorous lessons. Strategy's Expected Result/Impact: Teachers will be knowledgeable of current expectations for their students. Lesson plans will be specifically designed to meet students' needs based on data and will be developed with a focus on the inclusion of rigorous activities. Staff Responsible for Monitoring: Director of Instruction, Curriculum Coordinators, Director of Assessment & Accountability, Principals, Teachers Funding Sources: - 211 Title I, - 255 Title II, Part A, - 199 Regular Education, - 199 24 Compensatory Education	Formative			Summative
	Nov	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Provide focused training and specific resources for families to engage them in the education and improvement of numeracy skills of their children. Strategy's Expected Result/Impact: Math scores will improve Staff Responsible for Monitoring: Director of Instruction, Director of Special Programs, Parents, Teachers Funding Sources: - 211 Title I, - 263 Title III, BIL/ESL	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Every employee of the district will work to provide quality learning experiences for student success

Performance Objective 5: 70% of K-4 students will reach their expected growth goal from BOY to EOY on Reading and Math NWEA MAP assessment during the 2025-2026 school year.

High Priority

HB3 Goal

Evaluation Data Sources: NWEA MAP Assessment (BOY, MOY, EOY)

Strategy 1 Details	Reviews			
Strategy 1: Create a K-4 data wall for reading and math to track progress towards class, grade level, and schoolwide goals. Strategy's Expected Result/Impact: A sense of collective efficacy in reaching goals, improved confidence and self-worth, and increased student learning. Staff Responsible for Monitoring: Principal, Assistant Principal, K-4 Teachers, Special Education Teachers, Reading Interventionist, Math Interventionist TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture - Targeted Support Strategy Funding Sources: - 199 Regular Education	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Students will complete personalized pathway lessons using HMH Read180, Math180, and Waggle platforms four times per week between 18-20 minutes. Strategy's Expected Result/Impact: Meet and/or exceed expected growth measures by the end of the 2025-2026 school year. Staff Responsible for Monitoring: Principal, Assistant Principal, K-4 Teachers, Special Education Teachers, Reading Interventionist, Math Interventionist, Director of Curriculum & Instruction TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 4: High-Quality Instructional Materials and Assessments - Targeted Support Strategy	Formative			Summative
	Nov	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 1: Increase attendance from 92.3% to 96%.

Evaluation Data Sources: Weekly & Monthly attendance rates

Strategy 1 Details	Reviews			
Strategy 1: Monitoring of attendance with phone calls to every absent student daily and use truancy tribunal for truancy prevention meetings. Principal phone calls and home visits can support as well. Strategy's Expected Result/Impact: Maintain a 95% or better attendance rate as a school. Staff Responsible for Monitoring: Principal, Elementary Attendance Clerk, Parental Involvement Coordinator, Classroom Teachers, Guidance Counselor, School Nurse Funding Sources: - 199 Regular Education, - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Recognize and celebrate semester perfect attendance and all year perfect attendance. This will be done during our semester Celebration Roundups and End-of-Year Celebration Roundups. Strategy's Expected Result/Impact: Maintain a 95% or better attendance rate as a school. Staff Responsible for Monitoring: Principal, attendance clerk, classroom teachers, & guidance counselor.	Formative			Summative
	Nov	Jan	Mar	May
No Progress Accomplished Continue/Modify Discontinue				

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 2: Reduce the number of student disciplinary offenses by 50% from 24-25 school year to 25-26 school year.

Evaluation Data Sources: eSchool Plus

Strategy 1 Details	Reviews			
Strategy 1: Teach all students, parents, and staff of the expected behavior as stated in the District/Campus Code of Conduct. Communicate daily behavior updates via phone, email, Parent Squared and/or behavior calendar. Strategy's Expected Result/Impact: Signed Letters, Parent Squared communication, Signed behavior folders, Behavior contracts Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Students, Counselor, K-4 Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Use trauma-informed strategies and restorative practices to work with Tier 3 gen ed behavior students. Protect counselor's time to provide this training to students and provide training to staff. Strategy's Expected Result/Impact: More regulated students.	Formative			Summative
	Nov	Jan	Mar	May
Strategy 3 Details	Reviews			
Strategy 3: Engage in inquiry cycles with teachers to identify students who need additional support in the classroom to learn. Teachers identify students with Tier 2 and Tier 3 behaviors for daily check-in-check-out with goal-setting. Strategy's Expected Result/Impact: Students and teachers receive real-time supports and relational trust is established among adults. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Students, Counselor, Teachers	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Create a school-wide culture that is characterized by students who are responsible for their own learning, behaviors, and actions.

Performance Objective 3: Teachers will internalize and instill the 7 Habits of Highly Effective People into classroom learning, daily conversations, and throughout the school.

Evaluation Data Sources: Walkthroughs
MRA Baseline Survey
Teacher/student anecdotes

Strategy 1 Details	Reviews			
Strategy 1: Train all staff in Leader in Me. Strategy's Expected Result/Impact: Clear understanding of Leader in Me principles and how to use the Leader in Me curriculum to develop character. Staff Responsible for Monitoring: Principal, Assistant Principal, Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: The lighthouse coordinators will form action teams to address problems identified in the MRA baseline survey in the areas of leadership, culture, and academics. Strategy's Expected Result/Impact: Improved sense of belonging, self-efficacy, and relational trust among staff and students. Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators, Lighthouse Team	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 1: Improve the quality of real-time supports for students & staff

Evaluation Data Sources: Organize current tiered-support systems. Categorize students in real time to begin intentional collaborative inquiry and systems implementation.

Strategy 1 Details	Reviews			
Strategy 1: Continue to implement the District Emergency Operation Plan which includes all drills for practice. Strategy's Expected Result/Impact: District emergency plan Staff Responsible for Monitoring: Central Administration Staff, Campus Principals, School Safety Officer	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Continue to implement the Terrell Emergency Operation Plan Strategy's Expected Result/Impact: Terrell emergency plan Staff Responsible for Monitoring: All staff	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Provide a safe and orderly school climate that is conducive to learning.

Performance Objective 2: Promote, teach, instill, and encourage Leader in Me principles, PBIS, and Dan St. Romain strategies and theories of action.

Evaluation Data Sources: Create data dashboards for behavior & systems of support. Share with staff every 3, 6, 9 weeks.

Strategy 1 Details	Reviews			
Strategy 1: Utilize Morning Meetings using Leader in Me lessons. Strategy's Expected Result/Impact: Students learn how to take control of their learning and behavior. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Students, Counselor, K-4 Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Training for new staff for PBIS and Leader in Me. Strategy's Expected Result/Impact: Staff will be better equipped to teach the 7 Habits of Highly Effective People and use the language in conversations to teach behavior. Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Students, Counselor, K-4 Teachers	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 1: Improve parent communication through the use of Parent Squared, Facebook, digital sign, phone calls, parent/teacher conferences. Title 1 meetings, campus improvement meetings, and PTO.

Evaluation Data Sources: Parent Surveys
Meeting Minutes & Sign-In Sheets
Parent Squared Communication Log

Strategy 1 Details	Reviews			
Strategy 1: Parent letter will be sent for students identified needing additional academic or SEL support. Strategy's Expected Result/Impact: Copies of letters Staff Responsible for Monitoring: Director of Special Programs, Campus Principals, Counselors, Classroom Teachers	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Send weekly office/parent newsletter to families. Strategy's Expected Result/Impact: Improved communication and greater collaboration and partnership among school and families. Staff Responsible for Monitoring: Superintendent for Administration, Director of Special Programs, Campus Principals Funding Sources: Parent Involvement Coordinator - 211 Title I	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 2: Increase parent involvement through PTO, Curriculum nights, and Open House.

Evaluation Data Sources: Parent survey

Strategy 1 Details	Reviews			
Strategy 1: Teacher complete the Family Self-Engagement Survey questions to identify areas of strength and growth. Strategy's Expected Result/Impact: Teachers become more aware of strategies to invite, train, and support families. Staff Responsible for Monitoring: Principal, Assistant Principal, Lighthouse Coordinators, K-4 Teachers	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 4: Collaborate with families, businesses, education and governmental agencies to develop a partnership between the community and the district.

Performance Objective 3: Continue partnerships with local churches and banks and other community partners to better support our students.

Strategy 1 Details	Reviews			
Strategy 1: Create a team for developing and maintaining these relationships and promoting them on social media and sending thanks when support is provided. Strategy's Expected Result/Impact: Increased and meaningful partnerships. Staff Responsible for Monitoring: Principal, Assistant Principal	Formative			Summative
	Nov	Jan	Mar	May
Strategy 2 Details	Reviews			
Strategy 2: Collaborate with local churches to organize a service project. Strategy's Expected Result/Impact: Unity and goodwill between school, families, and community. Increased support from local churches to impact student achievement and well-being. Staff Responsible for Monitoring: Principal	Formative			Summative
	Nov	Jan	Mar	May
 No Progress  Accomplished  Continue/Modify  Discontinue				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Disaggregate data for all students, including at-risk and other sub-populations.
1	1	2	Use PLC time to analyze data through Bi-Weekly Data Meetings to identify gaps in student learning and to proactively plan areas of productive struggling during a Bi-Weekly Planning Meetings.
1	1	4	Provide practice clinics for K-4 teachers, Specialists, and Special Education teachers who need additional focused practice.
1	3	1	Assess and monitor the reading level and progress of each student in K-4 grade.
1	5	1	Create a K-4 data wall for reading and math to track progress towards class, grade level, and schoolwide goals.
1	5	2	Students will complete personalized pathway lessons using HMH Read180, Math180, and Waggle platforms four times per week between 18-20 minutes.

State Compensatory

Budget for Terrell Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 3.016

Brief Description of SCE Services and/or Programs

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Personnel for Terrell Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amiee Brown	Teacher	0.143
Caitlin Armstrong	Teacher	0.143
Chandra Jenkins	Teacher	0.143
Destinee Pedigo	Teacher	0.143
Erica Ruiz	Teacher	0.143
Jennifer Eaves	Teacher	0.143
Katherine Knox	Teacher	0.15
Kristy Weda	Teacher Dyslexia	1
MaKena Bodine	Teacher	0.143
Mikayla Sander	Teacher	0.143
Presley Malear	Teacher	0.143
Rebecca Hix	Teacher	0.143
Shelby Shelton	Teacher	0.15
Sheri Bledsoe	Teacher	0.143
Staci Gruhn	Teacher	0.143

Title I

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Carly Guerrero Reyna	Parent Involvement Coordinator	Title I	1
Dianna Streller	Instructional Assistant	Title I	1
Donielle Reynolds	Computer Lab (Inst. Asst.)	Title I	1
Jennifer Chapman	Reading Interventionist	Title I	1
Kelly Hayes	Instructional Assistant (LRC)	Title I	1
Kim Paschal	Instructional Assistant	Title I	1

Campus Funding Summary

199 Regular Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	2			\$0.00
1	5	1			\$0.00
2	1	1			\$0.00
Sub-Total					\$0.00
199 23 Special Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00
199 24 Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00

199 25 ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
211 Title I					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	1			\$0.00
1	3	1			\$0.00
1	3	2			\$0.00
1	3	3			\$0.00
1	3	4			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
2	1	1			\$0.00
4	1	2	Parent Involvement Coordinator		\$0.00
Sub-Total					\$0.00
255 Title II, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2			\$0.00
1	4	2			\$0.00
Sub-Total					\$0.00
263 Title III, BIL/ESL					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	4			\$0.00
1	4	3			\$0.00
Sub-Total					\$0.00
288 Indian Education Grant					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00

289 Title IV					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1			\$0.00
Sub-Total					\$0.00

Policies, Procedures, and Requirements

The following policies, procedures, and requirements are addressed in the District Improvement Plan. District addressed Policies, Procedures, and Requirements will print with the Improvement Plan:

Title	Person Responsible	Review Date	Addressed By	Addressed On
Bullying Prevention		7/25/2023	Regina Prigge	2/10/2025
Child Abuse and Neglect		10/6/2015	Regina Prigge	2/10/2025
Coordinated Health Program		6/22/2022	Regina Prigge	2/10/2025
Decision-Making and Planning Policy Evaluation		5/26/2023	Regina Prigge	2/10/2025
Disciplinary Alternative Education Program (DAEP)		11/7/2023	Regina Prigge	2/10/2025
Dropout Prevention		7/7/2020	Regina Prigge	2/10/2025
Dyslexia Treatment Program		11/8/2023	Regina Prigge	2/10/2025
Title I, Part C Migrant	Shonda Cannon		Regina Prigge	3/27/2025
Pregnancy Related Services		4/1/2005	Regina Prigge	2/10/2025
Post-Secondary Preparedness		11/8/2023	Regina Prigge	2/10/2025
Recruiting Teachers and Paraprofessionals		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Crisis Intervention Programs and Training		11/8/2023	Regina Prigge	2/10/2025
Student Welfare: Discipline/Conflict/Violence Management		11/8/2023	Regina Prigge	2/10/2025
Technology Integration		11/8/2023	Regina Prigge	2/10/2025
Job Description for Peace Officers, Resource Officers & Security Personnel	Paul Neumann	5/1/2024	Regina Prigge	3/20/2025